

Communication (C)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Meaning and Context (MC)

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text.	1.1 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.	1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.
1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.	1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion.	1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.



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1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.	1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks.	1.3 Apply effective communication techniques based on a variety of contexts and tasks.
1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose and respond to specific questions to clarify thinking and express new thoughts.	1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.	1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.
1.5 Review and reflect upon the main ideas expressed to demonstrate an understanding of diverse perspectives.	1.5 Consider new ideas and diverse perspectives of others when forming opinions regarding a topic, text, or issue.	1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.
<p><i>1.6 Indicator does not begin until English 1.</i></p> <p>English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</p>		

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

2.1 Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.	2.1 Gather relevant information from diverse print and multimedia sources to articulate claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts and details.	2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.
2.2 Distinguish between credible and non-credible sources of information.	2.2 Analyze and evaluate the credibility of information and accuracy of findings.	2.2 Analyze and evaluate credibility of information and accuracy of findings.
2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	2.3 Quote and paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.
2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	2.4 <i>Students are expected to build upon and continue applying previous learning.</i>	

Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information.

3.1 Analyze the impact of selected media and formats on meaning.	<i>3.1 Students are expected to build upon and continue applying previous learning.</i>	
3.2 Utilize multimedia to enrich presentations.	3.2 Utilize multimedia to clarify information and strengthen claims or evidence.	3.2 Utilize multimedia to clarify information and emphasize salient points.

Language, Craft, and Structure (LCS)

Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
4.1 Determine the effectiveness of a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	4.1 Determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	4.1 Determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
4.2 Identify the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.	4.2 Analyze the effectiveness of the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.	4.2 Analyze the effectiveness of the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.
4.3 Determine how the speaker: a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience.	4.3 Analyze the presentation to determine how the speaker: a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience.	4.3 Evaluate the presentation to determine how the speaker: a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience.

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

5.1 Consider audience when selecting presentation types.	5.1 Consider audience when selecting presentation types	5.1 Consider audience when selecting presentation types.
5.2 Select and integrate craft techniques to impact audience.	5.2 Select and employ a variety of craft techniques to convey a message and impact the audience.	5.2 Select and employ a variety of craft techniques to convey a message and impact the audience.
5.3 This indicator does not begin until English 1. English 1 Develop messages that use logical, emotional, and ethical appeals.		